



COLLEGE NOW

SPCH 110: Essentials of Speaking & Listening



Teaching Guidelines

COLLEGE NOW: SMSU CONCURRENT ENROLLMENT

SPCH 110: Essentials of Speaking & Listening Teaching Guidelines

**Developed for use in the SMSU *College Now* Speech Course
Updated Spring 2012**

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Overview

The SMSU Speech Program is glad to partner with College Now to offer SPCH 110: Essentials of Speaking and Listening. Speech 110 is a part of our Liberal Education Program (general education) curriculum and is assured acceptance at all of the MNSCU schools. This Handbook has been developed so that you may explore academic freedom in the development of your class while simultaneously maintaining continuity throughout the Speech Communication curriculum.

Greetings! Thank you and congratulations for your appointment to the position of Teaching Assistant with the Southwest Minnesota State University *College Now* Speech Program. Your excellence in teaching, commitment to your students, and the drive to excel in education makes you an asset to your community, to your school, to Southwest Minnesota State University and most importantly to your students. The benefits of this class for students are immense: a painless transition into collegiate expectations, college preparation in their own high school environment, and the benefit of reducing their class load when they enter an on-campus environment.

The NACEP webpage has many useful articles that explore the benefits of concurrent enrollment. You can access the page at <www.NACEP.org>.

As teaching assistants, you should be dealing with students of a higher caliber (high achievers, motivated students, or simply students who want to learn). As educators, it will provide you with a challenging, exciting, and rewarding experience. Initially, students may find it difficult to adjust to the new, higher expectations of a college classroom. You may also find it challenging to adjust to a different set of standards, however given time and experience we feel it is quite easy to adjust.

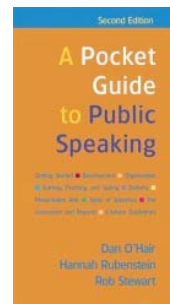
The common syllabus is REQUIRED. You can go beyond the expectations, but keep in mind 60% of the final grade must be based on the assignments in the syllabus. This promotes assessment in every section on a similar basis.

Our view is that you will work with us in a Teaching Assistant role; ideally we view our relationship as one of a *supervisory* role to ensure commonality with our on campus classes as well as to promote continuity within the off campus classes. As a result we utilize a common syllabus, one that all instructors on and off campus adhere to, in order to maintain the integrity and continuity as well as the academic rigor expected in our University classroom. We have great deal of confidence and comfort with this syllabus, which is why we expect and enforce adherence.

Again, congratulations! We look forward to an educational and prosperous experience.

Speech Program Orientation

- **Before** you may be considered as a teaching assistant you are to provide the University with a current curriculum vitae, transcripts, an application, and a letter of support from their principal. Teachers *normally* need to have a minimum of three years teaching experience in speech communication. All teachers must be approved by the SMSU Speech Program; even if you were approved to teach in another discipline you must complete this process.
- The most important expectation is that the teaching assistant adheres to the same course policies that instructors enforce at Southwest Minnesota State University. Please remember you are responsible for teaching a college level public speaking course.
- Willingness to serve as a teaching assistant constitutes agreement to administer the course in accordance with the Essentials of Speaking and Listening Teaching Guidelines.
- Each student must receive the common course syllabus.
- The required text is: A Pocket Guide to Public Speaking by O'Hair, Rubenstein and Stewart. Students are responsible for reading the text and may be tested periodically over the material.
- Students are required to use program sanctioned Speech Evaluation Sheets. Teachers are required to use the Instructor Evaluation Form. (Both forms are provided in the Appendices.)



Teaching Assistant General Directions

1. The speech evaluation form coupled with the textbook and the handouts here provide the basis for instruction.

Competencies are linked to course objectives, vital to course learning outcomes.

2. All items on the speech evaluation form are competencies necessary for successful completion of the course. As such, it is imperative that the teaching assistant provide instruction for every competency. For example: an introduction consists of four specific competencies to be taught. Students should demonstrate each competency for each round of speeches.
3. The teaching assistant will complete an Instructor Evaluation Form for each speaker for each round of speeches.
4. Each student will complete Student Speech Evaluation Forms for their peers for each round of speeches. The course should be taught from the perspective that providing feedback and constructive criticism to fellow classmates is as important as the required speeches themselves.
5. The speech evaluation form is a useful tool for several reasons:
 - The form provides the competencies to be measured in each speech.
 - The form is the basis to evaluate each student's speech.

6. Each student is required to prepare and deliver four total speech presentations. Students will attempt presentations that fall within the limited preparation genre. One speech will be a 3-5 minute impromptu speech; the other is a 4-6 minute extemporaneous speech. Students will also attempt prepared presentations. These include a 5-7 minute persuasive speech and an 18-20 minute group informative presentation.
7. The extemporaneous speech must contain at least 3 credible sources. The persuasive speech must contain a minimum of 5 different sources that relate to the development of argumentation. Finally, students will be required to incorporate at least 10 credible sources in the informative group presentation (visual aids DO count toward the minimum source total in this speech).
8. The persuasive and group informative speeches will be accompanied by a typed outline, which is to be given to the instructor prior to speaking, and must include a Works Cited of research sources. If a work is cited in the speech, it needs to appear in the Works Cited. If a work appears in the Works Cited, it needs to be cited in the speech. Students will use the MLA stylebook for the Works Cited format.
9. Students must be prepared to speak the first day of speeches. This means they must be prepared to speak whenever their name is called. If a student is not prepared, they will not be allowed to speak thus receive a zero on the assignment. A zero constitutes a failure to complete one of the four speeches.
10. Failure to deliver the four required speeches will mean failure of the course.

Wikipedia is
NOT a credible
source!

Contact Information: Director of *College Now*

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- Before contacting the College Now Director, speak with your high school liaison or site supervisor – they will likely be able to answer your question. If those two resources can't answer your question, they will contact the Director.
- The supervising professor will make personal visits as needed or as requested by the teacher. The supervising professor will also be available by telephone or e-mail to address any questions or concerns.
- If you know that the professor has scheduled a personal visit for a specific day and your school is cancelled for that day, please contact the professor.



Syllabus & Evaluation Forms

All students on- and off-campus are expected to meet the requirements outlined in the syllabus. If at any point there is a question about how the syllabus should be interpreted, contact your supervising professor. Ultimately, the professor has final determination.

Navigating the Syllabus

Maintaining continuity when there are many instructors using the same syllabus can be difficult, but with a little preparation it can be made easier. What follows is a dissected syllabus with explanations, then a “clean” copy to duplicate and disseminate to students.

Navigating the Evaluation Forms

Again, continuity is of the utmost importance. Teachers *must* use the provided “Instructor Evaluation Form.” It serves to guide all students through the evaluation of the required competencies. Teachers may go beyond the elements detailed on the evaluation form, but the majority of the grade for the assignment should still come from the elements on the form itself.

In an effort to assist the teacher in understanding the evaluation process, the following additional documents are being provided in the Appendices:

1. Syllabus (for duplication)
 2. Instructor Evaluation (for duplication, *this form MUST be used by all*).
 3. Sample of a completed instructor evaluation form
 4. Oral Communication Rubric used to illuminate the instructor evaluation form
 5. Student Evaluation (for duplication)
 6. Sample of completed student evaluation form
-

Explaining the Syllabus

1216-110 Essentials of Speaking and Listening (3 credits) Course Syllabus

Description:

This course teaches the use of verbal and nonverbal communication to organize and deliver a speech. Additional emphasis is placed on identifying and overcoming listening barriers.

In all reality, this is a skills course.

Objectives:

Students will gain knowledge of the following principles:

- | | |
|--|---|
| -developing critical thinking skills | -effective outlining |
| -selecting the speech purpose and limitation of the subject area | -analyzing and adapting to an audience |
| -research practices | -analyzing and adapting to the occasion |
| -evidence and forms of supporting material | -effective speech composition |
| Including effective visual aids | -preparing and presenting information in groups |
| -developing an effective introduction | -effective delivery |
| -developing an effective conclusion | -developing critical listening skills |
| -organizing the body of the speech | -effective methods of speech criticism |
| | -identifying and overcoming listening barriers |

Text and Supplies:

Required: A Pocket Guide to Public Speaking by O'Hair, Rubenstein and Stewart; Bedford/St. Martin's (latest edition).

Required Supplies: Speech Critique Sheets

Recommended: MLA Handbook for Writers of Research Papers

We ask that you keep updated to the most current text we are using on-campus, but also realize budgets are tight. As a result, we allow you to use a text for at least three years.

Course Requirements:

Topic selection is often the most difficult part of the class for high school students; the transition to higher expectations can be difficult for some students.

1. Students must choose speech topics which are creative, novel, unique, and appropriate for their audience, rather than topics that lack originality

2. Each student will deliver a minimum of four speeches:

- a. One 3-5 minute impromptu speech
- b. One 4 to 6 minute extemporaneous speech using at least 3 sources
- c. One 5-7 persuasive speech
 - i. The speech must utilize a problem-solution organizational pattern.
 - ii. The speech must contain a minimum of 5 different sources. Failure to use 5 different sources will warrant lowering the speech grade by at least one full letter grade.
- d. One will be an 18-20 minute informative group presentation
 - i. Each student will work with an assigned group of 4-6 to prepare and present the assignment
 - ii. Presentations must contain a minimum of 10 outside sources
 - iii. Groups will be required to use an effective visual aid in this presentation
 - iv. Groups will be responsible for preparing contracts that lay out expectations for

Demonstration or "how to" topics are not allowed.

Any speech over or under time will be penalized

Visual aids are recognized as supporting material much like testimonies, statistics, examples, etc.

members, disciplinary actions, and procedures for firing a member of the group. All decisions made by group contract must receive final approval of the instructor

v. This presentation will be graded on both a group and individual basis.

3. Guidelines for use of speaking notes and podium:

- a. Outlines may NOT be used to deliver any of the speeches.
- b. Students are not to use a lectern or podium for any of their speeches.

Work carefully with students to guide them in designing notecards for maximum effectiveness.

Many students find this intimidating, but are surprised that it isn't as difficult as they may initially think. Work to emphasize that they are not memorizing speeches, but concepts. A memorized speech comes across insincere.

(Failure to abide by a. & b. will warrant failure of the speaking assignment.)

c. Students may deliver all speeches without the use of notes. If notes are used, they may not exceed two 3x5 note cards, written on one side only. One of the cards may contain only bibliographic documentation (NOT supporting material) necessary for source citation. The other card may not exceed 35 words. Failure to follow these guidelines will warrant lowering the speech grade by at least one full letter grade. This requirement applies to individual and group presentations.

4. Outlines and Works Cited:

- a. The persuasive speech and the group presentation will be accompanied by a typed complete sentence outline which will be given to the instructor prior to speaking and will include a bibliography/works cited of research sources.

Outlines are SKELETONS of the speech. They should NOT be a manuscript. As such, outlines more than 2 pages are not acceptable. The works cited page is a part of the two pages. Students should follow the sample exactly, while the text provides other insights and useful ideas, the sample in the Guidelines is the outline to model.

If an outline does not have a works cited page, the outline CANNOT be accepted and results in a zero for the assignment. If a student gets a zero on ANY of the four speaking assignments they may not pass the class.

- b. If a work is cited in The speech it is to appear in the bibliography/works cited. If a work appears in the bibliography/works cited, it is to be cited in the speech.
 - c. Students must follow MLA style for the bibliography/works cited.
- (Failure to abide by a., b., and c. will warrant failure of the speaking assignment.)

- 5. You must be prepared to speak the first day of speeches. This means you must be prepared to speak whenever your name is called. Failure to deliver 4 speeches will mean failure of the course. You cannot make up a missed speech unless extenuating circumstances occur.

The underlying implication is a "random" draw must take place.

- 6. Students will be responsible for reading the text and handouts distributed in class. Students are responsible for lecture notes.
- 7. Because this class is primarily performance in nature, students should refrain from wearing anything that inhibits vocal production or distracts from their performance such as lip rings, tongue studs, hats/caps, coats, etc. when performing.
- 8. All students are required to evaluate other speakers using the Speech Critique Sheets. In addition, students will be required to participate in classroom critique sessions as an exercise in active and critical listening. Student critiques will be a graded assignment that will be evaluated periodically by the instructor.
- 9. All students are required to complete a variety of listening activities/assignments throughout the term.

Attendance Policy:

This class will be taught from a perspective that providing feedback and constructive criticism to fellow classmates is as important as the required performance activities themselves. Since participation in these activities is dependent upon regular attendance, this will not only be expected, but MANDATORY. Attendance will be taken at every class meeting. Missing more than one week's equivalent of class will result in the lowering of the final grade for the course by at least one full letter grade.

Academic Honesty:

Students will be expected to abide by the SMSU Academic Honesty Policy. Plagiarism is not tolerated and will result in the failure of this class.

Electronic Devices:

Students are expected to shut off, disable or terminate the function of all cell phones, PDA's and/or other technological tools. Repeated disruptions may lead to permanent dismissal from the class

Sample Grading Scheme (optional)

Speaking Assignments: (375 total points)

| | |
|----------------------------|------------|
| Impromptu Speech..... | 50 points |
| Extemporaneous Speech..... | 75 points |
| Persuasive Speech..... | 100 points |
| Group Presentation*..... | 150 points |

Preparation and Listening Assignments: (90 total points)

| | |
|---|-----------|
| Persuasion Topic..... | 10 points |
| Persuasion Preparation Outline (<i>with bibliography</i>)..... | 10 points |
| Group Presentation Topic*..... | 10 points |
| Group Presentation Preparation Outline* (<i>with bibliography</i>)..... | 10 points |
| Extemporaneous Peer Evaluations..... | 15 points |
| Persuasion Peer Evaluations..... | 15 points |
| Group Presentation Peer Evaluations..... | 20 points |

Exams/Quizzes: (100 points)

| | |
|-----------------|-----------|
| Quiz #1..... | 25 points |
| Quiz #2..... | 25 points |
| Final Exam..... | 50 points |

Participation: 35 points

Total: 600 points

Final course grades will be determined using the following scale.

| | | | |
|-------------------|-------------------|-------------------|-------------------|
| 100.0-96.67% = A+ | 89.99-86.67% = B+ | 79.99-76.67% = C+ | 69.99-66.67% = D+ |
| 96.66-93.34% = A | 86.66-83.34% = B | 76.66-73.34% = C | 66.66-63.34% = D |
| 93.33-90.00% = A- | 83.33-80.00% = B- | 73.33-70.00% = C- | 63.33-60.00% = D- |
| | | | 59.99-00.00% = F |

*Group assignments will be graded on a group and individual basis. Recorded grades will be the average of a group grade and an individual grade. Students missing group presentations will not be allowed to make up the presentation.



Speech Competencies

Every speech requires basic competencies that must be demonstrated regardless of the goal. This section covers many of the competencies and expectations for speakers. Every text, website, even teacher will approach these competencies in a slightly different way, but no matter the terminology used every student will be held to the expectations outlined in this section.

Speech Components

Introduction

An effective introduction prepares the audience psychologically – by stimulating favorable interest in the speaker and message, and logically by orienting the audience to the basic thrust or purpose of the speech and the nature of the body. An introduction should be brief, it only prepares the audience for what to come, the ideas and content should be focused in the body of the speech.

A. Attention Getting Devices

Startling Statement
Quotation
Humor
Personal Experience
Illustration
Hypothetical Situation
Rhetorical Question



Common ground should be an explicit statement, rather than an implied one. Do not allow an audience to question why they should pay attention.

B. Establishing Common Ground

Refer to the significance of the subject
Pay the audience an honest compliment
Refer to the occasion
Refer to the special interest of the group

C. Thesis (Didactic Method)



“A single, declarative sentence, which encompasses the overall focus of the speech.” It is preferable that it be an assertion, concise, and conveys the general purpose of the speech.

D. Division of Thesis/Preview/Overview

A preview of the main points of the speech (must include numerical signposting). The main points should be in same order they are developed in the speech. Parallel language should be employed in order to clearly establish the organization of the body. For example, much like Mapquest gives directions from one point to the next with important landmarks in between, so too does the preview of the speech.

E. Transition

Movement from the introduction to the body of the speech – often in the form of a restatement of the first main point of the speech.

Body:

Development of main points in support of the thesis as well as sub points in support of main points, etc.

A. State the Main Points

Each main point must be clearly signposted so the audience knows where the speaker is in the speech. Main points should be phrased as assertions and are the ideas of the speaker. Main points provide direct support for the thesis.

B. Support (evidence that helps to support the main points)

- Examples
- Statistics
- Testimony
- Comparison
- Visual Aids
- Analogy

You should include at least the first three types in every speech. The implication is that these tools provide support for the main points, main points are NOT support.

C. Documentation

Tells where the support comes from as well as identifies the qualifications of the source. In oral documentation, or source citation, technically the speaker should identify the author, date, and publication type. In the case of internet sources there is a similar, yet slightly different, protocol.

1. An actual author may not be readily identifiable; however a corporate author can be identified more easily.
2. In spite of the MLA rules, the date you access a source on the internet has no bearing on its actual currency. Instead, look first for when the site may have been “last updated,” “copyrighted” or, “published.”
3. Sponsoring agencies often serve as the publisher. For example, the American Red Cross has the webpage *and* sponsors the articles, content, and information on the page

D. Common Ground

Links the support presented to the immediate audience; each main point should be linked to the audience in some way.

E. Transition

A bridge from one main point to another - a suggested method would be to provide a brief summary of the preceding main point followed by a brief introduction to the next main point, including a signpost that indicated movement on to a new point. There MUST be a transition between every main point.

Conclusion

Serves to drive home the main thrust of the speech and bring the audience to closure; no new information is allowed in the conclusion.

A. Summary

A brief reiteration of the main point signposts.

Don't forget to use
numeric signposting
and parallel language.

B. Restate Thesis

Restate thesis as it was stated in the introduction.

C. Round Out the Speech

The final psychological-logical impulsion to move the audience toward closure:

1. Return to the attention getting device
2. Refer back to the common ground
3. End with a "moral to the story"

Guidelines for Supporting Material

Supporting materials can serve to bolster personal experiences, add substance to the speech, and demonstrate the speaker's credibility. However, sources should be used with purpose:

1. Pertinence -- Each piece of support should be clearly relevant to the point it is used to support. If a listener needs to spend time "figuring out the connection" they aren't spending time listening to the speaker.
2. Variety -- The presentation should not rely excessively on one type of support (such as examples) but should instead use a number of different forms of support. By varying your support you are more likely to appeal (emotionally, ethically, or logically) to all members of an audience.
3. Amount -- The presentation should include a sufficient amount of support (enough to make the ideas presented both clear and compelling to the audience). STOP!!! That does NOT mean you should have dozens of sources: A speaker that lists source, after source, after source is not saying anything. *Use* support to prove your ideas with clear reasoning and explanation. Additionally, the source should not be making points for you; as the speaker that is your job.
4. Detail -- Each piece of support needs to be developed to the point that audience members can both understand the item of support AND can see how the item backs up the point it is used to support.
5. Appropriateness -- Each piece of supporting material should meet the demands that the audience and the occasion place on the kind of material that is likely to be received favorably. For example, a "scholarly" audience will probably place higher demands on the speaker's sources of information than a "general" audience would. The appropriateness of a source is rooted in your purpose for it: what specifically you are trying to prove. Ask yourself: what type of information will support my claim most effectively while appealing to the expectations of my audience?

Specific Guidelines for Types of Supporting Material

Supporting materials are usually offered in recurring forms. Depending upon the form of support provided, you should ask yourself some questions to determine if you are making the best possible use of that kind of material:

For Examples/Narratives:

- * Is the example/narrative representative?
 - * Is the example/narrative sufficiently detailed and vivid?
 - * Is the example/narrative personalized?
-

For Statistics:

- * Is the source of the statistic reliable?
- * Has the source of the statistics been cited in the speech?
- * Has the statistic been used correctly?
- * Have you rounded-off complicated statistics?
- * Have you interpreted the statistic (explained it in another way)?
- * Have you done something to emphasize the statistic?
- * Have you used statistics sparingly?

For Testimonies:

- * Is the source qualified to make the statement you're quoting?
- * Is the quotation accurate?
- * Have you attributed the testimony prior to the quote?
- * Have you made it clear whether you are paraphrasing or quoting directly?
- * If you are quoting, is the quotation brief?
- * Have you clearly signaled where the testimony begins and ends?
- * Are the source's conclusions reasonably free from bias?

For Comparison/Contrasts:

- * Is comparison appropriate and justified?
 - * Is the comparison meaningful -- does it tell your audience something valuable?
 - * Have you avoided overdoing the comparison?
-



Outlines

The speech outline is a complete sentence model (skeleton) of your speech. From the outline, you can test the organization, logic, support and development of your entire speech. It is key to remember that this is an OUTLINE and not a manuscript. An outline should not be exhaustive, but a sketch of the speech which is developed orally. Here are some guidelines that will assist you in the construction of a speech outline.

Use Standard Outline Form

As you organize the body of the speech, use a standard set of symbols. The main points will be identified by Roman numerals (I., II., III.), sub points will be identified by capital letters (A., B., C.), and minor headings identified by Arabic numerals (1., 2., 3.). Note: if you have a “I” you must have a “II”; if you have an “A”, you must have a “B”; if “1”, then a “2”; “a” then “b” – this demonstrates ample development. In other words, there can be no I without a II, no A within a section without a B, no 1 within a section without a 2, etc. At first, this rule may seem rather artificial and arbitrary; but if you think about it, the prohibition has the force of logic behind it. Whenever you are tempted to violate this rule, ask yourself the rather Zen question: Can you cut a loaf of bread into one piece?

The outline should be broken down into three major subsections: An introduction, a body with two-five main points with a minimum of two-three sub-points each, and a conclusion. You should be constantly subjecting your outline to critical scrutiny, testing it for two main characteristics: comprehensiveness (does my outline include all the things I want to talk about?); and coherence (does my outline organize these ideas in the most logical order?).

Outlining Form (for the Body of a speech)

I. First main point

A. First major sub-point of I

1. First minor sub-division of A (support)
2. Second minor sub-division of A (support)

B. Second major sub-point of I

1. First minor sub-division of B (support)
2. Second minor sub-division of B (support)

C. Third major sub-point of I

1. First minor sub-division of C (support)
2. Second minor sub-division of C (support)

Note: There is no prescribed number of sub-points and main points. Depending on the time limit of the presentation, you may desire greater or lesser depth.

II. Second main point

A. First major sub-point of II

1. First minor sub-division of A (support)
2. Second minor sub-division of A (support)

B. Second major sub-point of II

1. First minor sub-division of B (support)
2. Second minor sub-division of B (support)

C. Third major sub-point of II

1. First minor sub-division of C (support)
2. Second minor sub-division of C (support)

Note: For each major and minor subdivision of points, each level has at least one "partner" – every time you divide a main point or sub-point, there should be enough information to parcel out.

III. Third main point

B. First major sub-point of III

1. First minor sub-division of A (support)
2. Second minor sub-division of A (support)

B. Second major sub-point of III

1. First minor sub-division of B (support)
2. Second minor sub-division of B (support)

C. Third major sub-point of III

1. First minor sub-division of C (support)
2. Second minor sub-division of C (support)

Note: You may not see the need to incorporate sub-sub-points in your presentation, however, if you do, this is the appropriate way to do so.

Visualization

Indent as you develop each level so you can visualize the various thought relationships. Headings at the same logical level of the outline (level of major subtopic, level of minor subtopic, etc.) should have roughly the same logical weight (similar scope and significance) and they should be expressed in phrases that parallel each other in grammatical form. Perhaps you have struggled to fit your ideas into the standard outline format; but if you keep its purpose in mind, the form will make sense. Standard outline form is just a shorthand way of showing the logical relationships between ideas on a two-dimensional page. It shows the main subdivisions of your topic, and the order in which they will be treated. Under the main subdivisions, it shows further divisions. The subdivisions are aspects of the more general division that appears above them. Outlining is all about classifying ideas (putting related ideas together) and putting them in an order that makes logical sense.

Sentence structure

Use complete sentence structure for all points. Headings and subheadings will be the only parts of a complete sentence that do not use correct grammar, punctuation, and syntax.

Thesis support

Each main point should provide direct support for, or, amplify the speech thesis, if a main point is to do this it must be a statement and not a question. If a main point does not support the thesis it should not be included in the speech. One way to test whether or not main points support the thesis is to state the thesis then “because”, and then state the main point. Each main point, with the thesis, should end up being a complete thought.

Example: Thesis Sentence: *The United States should withdraw from the U.N. (because)* Main Point One: *The U.N. no longer seeks to protect human rights worldwide.* Do this with each main point to see if it supports the thesis.

Simplicity: Single thought

Main points and sub points should contain only one idea. If a main point or sub point contains more than a single thought or idea, it will confuse the audience. If you see an “and” in one of your main or sub points, you will need to decide on one of the two ideas to present, or you can split the two ideas into two headings if it is appropriate and if both ideas support the thesis.

Example: (incorrect) I. The U.N. no longer seeks to protect human rights worldwide and it is too costly for the United States to help maintain.

Example: (correct) I. The U.N. no longer seeks to protect human rights worldwide. II. The U.N. is too costly for the United States to help maintain.

Subordination of points

Check to make sure that not only do your main points support the thesis, but the sub points support the main points as well. Each sub point should be directly related to the main point it falls under.

Limitation of main points

Don't overburden your audience with too many points. The average listener cannot assimilate more than three or four main points. Remember the number of main points used corresponds directly to the amount of time allotted for the speech. Naturally the more time you have the more main points you might employ. For a 5-7 minute speech, only two to four main points are possible, with two or three main points more reasonable.

Final Advice on Outlining

At its core, outlining is not a difficult process. Many times students spend too much time trying to “re-invent” the wheel by coming up with their own outline styles, extensively developing copious amounts of information, or working independently without the help or input of their teacher.

- Outlines should be limited to a maximum of two pages (that includes the Works Cited section – which does not need its own separate page).
- Outlines should follow the samples precisely.
- Outlines should only be a skeleton of the speech; at no point should an outline look like a manuscript of a speech that is to be memorized. Speeches should only employ an extemporaneous delivery method.

A full sentence outline is mandatory and should include the following sections: title, statement of specific purpose, thesis statement, introduction, body (including internal summaries and transitions), conclusion, and references. Samples, ideas, and tools that may assist you in developing and perfecting your outline are included in the Appendices of this document. The last idea that should be reinforced, however, is this: No matter how much work you put into an outline, its logic, its content, its organization ... if you do not deliver it well and convey that information the speech will not be effective. Be sure you appropriate your time for an equal amount of effort (perhaps more) to PRACTICING your speech.



Visual Aids

Visual materials supplement audible forms of support (such as: maps, diagrams, charts, pictures, media & models) and are recognized as *supporting material* much like testimony, statistics, examples, etc. used to support a sub point in the speech. Because visual aids are considered supporting material, they are to be documented like all other forms of support. An example of the proper use of a visual aid is as follows:

- I. Main point
 - A. Sub point
 - 1. Testimony w/documentation
 - 2. Example w/ documentation
 - 3. Visual aid w/ documentation
 - B. Sub Point

Important rules to remember when using visual aids:

1. Do not stand between your listeners and what you show them.
 2. Use only visual materials that are closely related to the point you are presenting and refer only to those parts of a visual aid that are relevant.
 3. Be sure the aid is large enough so that it can be easily seen from all part of the room.
 - a. Use few words and large heavy print.
 - b. Avoid a mass of meandering or crisscross lines.
 - c. Present materials in vivid colors, when appropriate.
 - d. Present only data, which is simple enough to be comprehended at a glance.
 4. Avoid displaying visual aids until you are ready to use them and then remove them as soon as you are finished with them.
 5. Avoid building your speech around visual aids.
 6. Always practice using visual aids.
 7. Do NOT pass visual aids among audience members; it distracts attention.
-

Power Point Presentations

Use of Power Point in a presentation can greatly enhance a speech, IF used appropriately. Almost everyone has seen a presentation where Power Point shows the audience slide after slide, filled with words, which the speaker essentially reads to the audience. In essence, the listener could read the screen and not need to listen to the speaker. A visual aid (which Power Point is) should be used to support the speech, not give the speech for the speaker. If used to support the speech in the same way an example or statistic is used it can provide a professional, graphic, and clear means by which a speaker can support their own ideas.

Attached are some suggestions to assist you in using Power Point software in your speech. You will quickly note that it is not a guide to help you actually make the slides, remember this is a speech class not a computer science course. If you are not already familiar with the software you may be better off spending your time developing more traditional visual aids rather than learning the intricacies of Power Point.

Power Point Considerations

Balance

Defining a balanced slide may seem like a matter of opinion, but there are concrete criteria, including: Clip art and text must fit together well. No element -- title, points, graphics -- should overpower the others. Headings should be consistent in size and placement. They should be large and clear. The audience should be able to understand each slide quickly and easily. If you are unsure whether your slide is well balanced, ask a friend or your instructor if they find your presentation easy to follow, and easy on the eye. (*See examples of balanced and unbalanced slides.*)

The Presentation

Give a speech, not a slide show. Make sure you have practiced giving your speech while using your PowerPoint presentation. It may be helpful to make notes on your cue cards or outline indicating when to move from one slide to the next. Time yourself giving your speech with the presentation. Also, make sure that you are within your assigned time limit. In case of technical problems, be prepared to give your speech without your PowerPoint presentation. Consider making printouts of your presentation to give your classmates in case of technical problems. To keep your audience from becoming distracted, you should also use blank slides when you are done with one slide and not yet ready for the next one. Consider this as you practice your speech with the presentation. Insert blank slides where you are speaking about something that departs from the contents on the slide.



Impromptu Speaking

The benefits from mastering impromptu speaking are wide: improved oral expression of thought, develop confidence in public speaking, thinking on your feet, and developing leadership skills. These benefits translate directly to pragmatic skills in interviews, rapid analytical abilities, and research strategies.

Time Management

Generally serious in nature with topics selected from quotations, cartoons, and objects. Speakers will be given an abbreviated preparation time (as determined by the instructor, with guidance from the supervising professor) and then asked to deliver their speech. The most effective use of preparation time is to make a decision as to how you wish to develop the speech within the first 15 seconds of prep time. Plan to spend the remaining preparation time developing main points, sub points and support. Do not use your entire preparation time writing ideas. It is best to leave time to go over the speech in your mind and/or aloud. Your goal should be to minimize the amount of preparation time and use as much of the total time speaking as possible.

Development and Organization

Develop your topic in one of two ways: literal (adhering to the exact meaning or intent of the topic) or figurative (the meaning resembles or represents something else – usually analogous or metaphorical).

Once you have decided how you wish to develop the topic, draw a line down the center of your scratch sheet or note card. I strongly recommend using only a note card to save time transferring information from a scratch sheet to your note card. Remember time is your best friend or worst enemy. On each side of your center line place a I and a II denoting your main points, an A and B denoting your sub points, and a 1 and 2 under each A and B denoting your support. This process insures that you have at least two main points, two sub points supporting the main points and at least two support points supporting the sub points. This is the minimum level of development for an impromptu speech and once you gain more experience you will be able to develop more fully the structure and support. Your note card should look like this:

- | | |
|--|---|
| I. A. 1. 2. B. 1. 2. | II. A. 1. 2. B. 1. 2. |
|--|---|

Support

Because preparation time is limited, you need a way to quickly generate ideas for your main and sub points and support points. Use your life experiences such as, jobs you have had; classes or are taking or have taken; current national and international events; etc. This portion of the preparation process is designed to assist you in developing the body of the speech. You will still be required to develop an introduction and a conclusion. For attention getting devices, you may choose to start a file of generic (stock) devices including such items as quotations, anecdotes, illustrations, stories, etc. Once you have drawn your topic you will only need to select the stock attention device that works best.

Remember, no matter what topic is drawn you have certain responsibilities as a speaker. You must have an introduction, body, and conclusion. You must establish main points that support the thesis, sub points that support the main points, and support for your points. The only thing that will change is how you wish to develop and support various topics.



Extemporaneous Speaking

Extemp is short for extemporaneous speaking. This speech asks the speaker to persuade or inform an audience “on short notice.” Participants have limited time to prepare a speech. Topics are in the form of questions about current events. For example, “Should Social Security be replaced with private pension plans in the United States?”

Teachers are given a list of “socially enduring” questions that they may use, or they may create their own list.

Value of Extemporaneous Speaking

The syllabus lists these as course objectives.

Extemp develops public speaking skills, raises knowledge of current events, improves analytical skills, enhances writing skills, and increases organizational skills. Attentiveness to political, economic and social issues produces a more informed citizen.

The type of speech depends on the question and the approach the speaker chooses. Some speakers use a persuasive organization while others utilize an informative organizational approach. In any case, the speaker **MUST** answer the question explicitly and provide ample proof and develop to their reasoning.

Many useful websites can be accessed to aid a speaker by typing “public speaking extemporaneous” into almost any search engine.

Assignment



The time is 4-6 minutes. A minimum of 3 sources is required. No outline is collected for this assignment. Students are allowed to use two 3x5 index cards, following the same requirements listed on the syllabus. Speakers may find it helpful to memorize the *order* of information: main points, sub points, and then sources.

Awareness of current events will be useful in selecting and preparing an extemp speech. Sources and source citations follow the same requirements established in the informative and persuasive speeches:

1. Credible sources
2. Fully documented orally (author, date, & publication)
3. Variety in support (examples, statistics, & testimonials at a minimum)



Sample Extemporaneous Speaking Topics

- | | |
|--|--|
| 1. Should the orphanage system be reestablished? | responsibilities? |
| 2. Is DNA fingerprinting reliable? | 32. Do working parents harm children? |
| 3. Is America's drinking water safe? | 33. Should the United States eliminate aid to Israel? |
| 4. Does United States foreign aid harm other nations and/or the U.S.? | 34. Is hunting animals morally acceptable? |
| 5. Are labor unions still necessary? | 35. Has athletes' greed marred professional sports? |
| 6. Is violence in the workplace a serious problem? | 36. Should the welfare program be reformed? |
| 7. Is animal experimentation justified? | 37. Does violence in the media cause violence in society? |
| 8. Are living wills beneficial? | 38. Does multiculturalism benefit students? |
| 9. Do sex education programs prevent teenage pregnancy? | 39. Is it time to abolish the minimum wage? |
| 10. Are stronger child pornography laws needed? | 40. Should college athletic programs be reformed? |
| 11. Should the war on drugs (domestic or international) be abandoned? | 41. Is domestic violence against men a problem? |
| 12. Should physician-assisted suicide be nationally legalized? | 42. Can competitive sports be unhealthy? |
| 13. Should the federal government offer school vouchers? | 43. Will building more prisons solve prison overcrowding? |
| 14. Is alternative medicine safe and effective? | 44. Are vitamin supplements beneficial? |
| 15. Can chiropractors help heal many ailments? | 45. Should the military accept homosexuals? |
| 16. Should the United States embrace diverse cultural influences? | 46. Is the extent of homelessness exaggerated? |
| 17. Is rapid introduction of electric cars a good strategy for reducing air pollution? | 47. Should government funding of the arts be restricted? |
| 18. Is emphasizing racial diversity productive? | 48. Can curbs on cigarette smoking advertising help prevent teenage smoking? |
| 19. Should welfare programs be turned over to the states? | 49. Did European unification strengthen Europe? |
| 20. Should employees be tested for drug use? | 50. Will genetically altered animals benefit humankind? |
| 21. Are weight-loss treatments harmful? | 51. Are curfews effective and constitutional? |
| 22. Does day care harm children? | 52. Should schools distribute condoms? |
| 23. Should violent juvenile criminals be tried as adults? | 53. Is the Endangered Species Act effective? |
| 24. Should "hate speech" be tolerated? | 54. Should Internet pornography be censored? |
| 25. Is advertising liquor on television and radio irresponsible? | 55. Can shelters help the homeless? |
| 26. Should the United States force democracy upon other nations? | 56. Should women serve in military combat? |
| 27. Does community-based policing prevent crime? | 57. Should the insanity defense be abolished? |
| 28. Should humans be allowed to receive animal organ transplants? | 58. Is juvenile crime a serious problem in the schools? |
| 29. Should flag burning be banned? | 59. Should social security be rescued? |
| 30. Should the UN recognize Palestine as its own nation? | 60. Are movie ratings effective in curbing violence? |
| 31. Should men and women share domestic | |

Useful websites:

Use the following links with skepticism: they are provided to give more scope, exposure, and experience with extemporaneous speaking. They are only provided to be supplementary to lecture and readings.

[http://www.extemptopicanalysis.com/Introduction To Extemp.htm](http://www.extemptopicanalysis.com/Introduction%20To%20Extemp.htm)

<http://www.google.com/search?q=extemporaneous+speaking&rls=com.microsoft:en-us&ie=UTF-8&oe=UTF-8&startIndex=&startPage=1>

<http://www.presentation-pointers.com/showarticle/articleid/253/>

http://www.associatedcontent.com/article/1463145/an_ongoing_exercise_for_improving_your.html

<http://www.afraid-of-speaking-a-speech.com/extemporaneousspeaking.html>

<http://www.lessonplanet.com/search?keywords=extemporaneous+speaking&rating=3>

(This link is useful for teachers looking for lesson plans, ideas to add to curriculum in limited prep, and ideas for introducing extemp speaking.)



Persuasive Speaking

An original speech by the student designed to inspire, reinforce, or change the attitudes, beliefs, values or actions of the audience. Problem/Solution organization must be utilized and multiple sources should be used and cited.

Persuasion

The persuasive speech is divided into two parts, problem and solution, however, in terms of time spent, the breakdown usually requires considerable more time be devoted to the problem area. The audience must be convinced a valid problem exists before a change is proposed. Without spending adequate time developing a case for change there would be neither need nor support for a change. A typical time division would be two-thirds of the speech devoted to the problem and one-third to the solution. This may vary somewhat, however the problem stage is always longer than the solution stage. As a persuasive speaker, your responsibility is to build good and sufficient reason(s) for adopting a change, and then you are responsible for presenting a solution to the problem.

In order to establish a sufficient problem, the persuasive speaker must show:

1. that a problem exists
2. the problem is significant
3. the problem is harmful

In order to build a sufficient solution, the persuasive speaker must show:

1. the solution will directly solve the problem identified in the problem stage
 2. the solution will not create more problems than the current system
 3. that the proposed solution is workable, practical and desirable. In other words, if your solution does not solve the problem or creates more problems than the original problem, it would not warrant acceptance or adoption.
-

Problem solution organization is but one of three factors that make a compelling persuasive speech persuasive. Another facet is developing a compelling thesis supported by a reasonable and sound support and documentation base. The final facet is delivery. No matter how persuasive the speech might be on paper, if it is not delivered with conviction, both vocally and physically, the persuasive message is lost. Your responsibility is to bring all three components to the persuasive speech. Needless to say, your subject must be unique. Audiences do not want to continually hear about the same problems over and over. Make your subject fresh; it will greatly assist you in gaining as well as maintaining audience interest. Be sure that you choose a topic that you can effectively address and ‘solve’ within 5-7 minutes.

The Persuasive Thesis

Before detailing specific introduction, body and conclusion requirements, it is necessary to the unique qualities of a persuasive speech thesis statement. Because this is a persuasive, problem/solution speech, the thesis statement should contain a specific call to action. An example might be “The United States must withdraw immediately from the United Nations.” A solution-oriented thesis tells the audience what specific course of action you wish to pursue in your persuasive speech.

A thesis for a persuasive speech that argues for a change in the status quo of a policy must include three elements. First, the thesis must establish a mandating agency (a group or organization that can be held accountable to enact the solution). Second, the word “should” must be used: by using this word the speaker implies that he/she is seeking to change the status quo. If as persuasive speech is not asking for change, persuasion does not exist and the general purpose is not met. Finally, a thesis must provide a plan to be implemented (the solution ultimately).

Example: *The Food and Drug Administration should regulate ephedrine.*

Example: *The MN legislature should lower the speed limit to 50 m.p.h.*

In order to have an effective speech, you must have effective structure. In order to have effective structure, you must know how to properly outline so that you can trace whether or not ideas relate to one another, if they are supported and documented and if they support the thesis. In short, if you have a poor outline, the result is a poor speech.

I. Problem

- A. Exists
- B. Significant
- C. Harmful

II. Solution

- A. Plan specifics
- B. Workable, practical, desirable
- C. Solves problem better than status quo.

Remember, these options are in abbreviated outline form and only demonstrate the *development* of the body of the speech. Your outline will be far more detailed.

Problem Solution Organization

(for the body of a speech ONLY)

Thesis: Single, declarative sentence which encompasses the overall focus of the speech. For problem/solution, this is often solution-oriented and phrased as a call to action.

I. Problem – Complete sentence of the nature of the problem

- A. Exists – (sentence supporting I.)
 - what is the problem (evidence)
 - why does the problem exist – what caused it? (evidence)
- B. Significance – (sentence supporting I.)
 - how many people are affected by the problem (evidence)
 - how big is the problem? (evidence)
- C. Harm – (sentence supporting I.)
 - how are people being harmed (evidence)
 - economical
 - physical
 - psychological social
 - to what extent are people being harmed (evidence) II.

Solution – complete sentence of the call for change/action

- A. Plan details (sentence supporting II.)
 - how will the solution work (evidence)
 - how will the solution be implemented (evidence)
 - B. Practical (sentence supporting II.)
 - can the change be logically and reasonably adopted (evidence)
 - has the solution worked in other places (evidence)
 - how will the solution solve the problem (evidence)
 - C. Desirable (sentence supporting II.)
 - how will the public find the solution to be better than the status quo (evidence)
 - will the public support the proposed change
 - benefits of implementing the plan
-



Informative Group Presentation

Informative speaking offers you an opportunity to practice your researching, writing, organizing, and speaking skills. You will learn how to discover and present information clearly. If you take the time to thoroughly research and understand your topic, to create a clearly organized speech, and to practice an enthusiastic, dynamic style of delivery, you can be an effective "teacher" during your informative speech. Finally, you will get a chance to practice a type of speaking you will undoubtedly use later in your professional career.

The purpose of the informative group presentation is to provide interesting, useful, and novel information to your audience, while developing small group communication skills. By dedicating yourself to the goals of providing information and appealing to your audience, you can take a positive step toward succeeding in your efforts as an informative speaker.

Background

An original, factual speech by the group on a realistic subject to fulfill the general aim of informing the audience is at the core of the activity. Each group should consist of approximately five individuals and should utilize each member's speaking talents through the course of the presentation. Multiple sources (10) must be used and cited in the development of the speech. The presentation should be graded on both a group and individual basis. The individual's final grade on the assignment will be the average of the group grade and the individual grade.

Topic Selection

Topic selection is very important for successful informative speaking. Topics should be fresh and unique. If the general aim were to inform the audience, then a topic the audience already knows about would not reach that goal. To establish and maintain audience interest, pay special attention to the topic. Think of it this way: Your goal is to teach us about something we don't know. Sometimes the way you approach a topic can provide a new or fresh viewpoint.

Organization

Design and develop the body of the speech first. As you research, look for a catchy quotation or startling statement that would make an effective attention device. Also look for a word, phrase or device that you might insert throughout the speech as a recurring rhetorical device. This promotes unity and serves to maintain audience interest.

Time Limit

The time limit is 18-20 minutes so you will need an ample amount of organized information and support. In order to have effective structure, you must know how to properly outline so that you can show thought relationships, thesis support and documentation. For an 18-20 minute informative speech, it is generally considered appropriate to have 3-5 main points.

Delivery

Delivery is very important. No matter how well written, a poorly delivered speech is a weak and ineffectual speech. Do NOT try to persuade your audience. Work toward a conversational vocal quality complimented by a degree of energy and interest. Remember, if you sound bored, your audience will be bored. If you sound memorized, your audience will consider you insincere. Try to practice sharing the presentation space with your group members. You'll need to incorporate effective transitions between each speaker in order to effectively lead the audience through the presentation. It is vital that you practice your presentation as a group several times so that you can coordinate components assigned to various members. The final presentation should be an integrated, coherent and comprehensive presentation, not 5 separate speeches on related topics that all happen to be given on the same day.

Tips for working successfully as a group

It should be clear that a major portion of this assignment involves group/team work. With this understanding, we offer the following suggestions to make the group experience more successful and worthwhile.

1. Make sure everyone is committed to the task of the group.
 2. Realize that everyone is busy and take this into consideration as you plan your project. Planning ahead and allowing for other demands on your time will serve you well.
 3. Keep a record of group meetings in the form of minutes and agendas so you have a clear idea of where you have been and where you are going as a group.
 4. Talk about or confront problems in the group as soon as they come to light. Don't wait it out until the day before the presentation when it's too late to do anything about it.
 5. TRUST is an essential element of a successful work team.
 6. Remember that not everyone in the group has to agree 100% with each decision that is made by the group (simply put, you don't have the time to achieve consensus on each issue or decision that the group will have to make)--but it IS essential that each member of the group put 100% effort into whatever needs to happen as the result of each decision. In the final analysis, as group members you sink or swim together.
-

Group Contracts

All groups are required to prepare a contract at the outset of their work. The document should be a set of explicit expectations (norms) for group policies and procedures. The contract should be drafted after careful discussion and deliberation of all group members. It must have the following elements:

1. List of the members of the group.
 2. A listing of the days and times of group meetings that have been tentatively agreed upon. A regularly scheduled meeting time would be helpful to establish.
 3. A list of the general expectations of group members and underlying goal of the group.
 4. Procedures for handling problems within the group. In particular, your contract should indicate how concerns with a member's contribution (or lack thereof) will be dealt with. In most cases, group members who are the subject of concern should be warned verbally first and then in writing if the problem persists. The procedures in the contract should avoid a member being "surprised" or "caught off guard."
 5. Each group may reserve the authority to recommend the "firing" of a group member that is failing to work with the group. This should be clearly articulated in the contract and procedures for this should be VERY specifically explained. A suggested procedure appears below.
 - a. The individual who is not performing up to group expectations should be presented with a list (in writing) of the details that the rest of the group feels warrant the "firing." All other members of the group should sign the statement.
 - b. The individual should have the opportunity to present to the group any reasons/justification/plan for addressing the concerns of the group. If the group agrees, the individual may be retained in the group.
 - c. If, after the member's explanation, the group still feels the individual should be "fired," a meeting of the group should be arranged with the instructor to seek mediation of the situation. If, after such a meeting, the instructor is unable to resolve the situation, the member may be officially "fired." (He or she would then meet with the instructor to determine how to proceed in the course.)
 6. The contract should end with an indication of all group members' ratification in signature form.
 7. A place for the instructor's signature, indicating approval of the document, should be provided at the bottom of the contract.
-

Sample Group Contract (Names have been removed for confidentiality.)

We, the blue group, agree to the following guidelines:

1. Each member will meet most Mondays at 8:00 PM in the SMSU Library to discuss the progress of the upcoming project. If one is unable to attend the meeting they must inform the group via discussion board on D2L and e-mail their assigned parts to at least one other member of the group by 8:00 PM on that night.
2. Each member must do their assigned part by 8:00 PM on the Monday of the meeting. An exception is if one member would like the other group members input on items and would rather explain it in person rather than D2L. If there are other reasons why a member does not have their part done they will discuss it with the other members and the group will decide if it is a reasonable excuse.
3. Each member must stay on task while meeting.
4. The group as a whole will decide and assign parts of the assignment to each other. If members of the group feel that someone isn't putting enough effort, or not doing their part, they will bring it up to other group members first to see if others feel the same. If the majority of the group feels there is a concern with a member, the group will discuss this concern with the individual at the Monday meeting. If the group still feels that the individual is not doing their part, the group will talk to Mark Fokken for further action.
5. If Mark Fokken agrees with the group that a member should be "fired" the following actions will apply:
 - a. The group members will type out a letter indicating the actions that the individual has done that made the group feel that they have not put enough effort into the assignments.
 - b. Each member who feels that the questioned individual should be fired will sign that letter agreeing that the group member in question is "fired." If a member does not feel that the individual in question should be "fired" they will not sign it.
 - c. Mark Fokken will also sign the contract indicating that he has been notified of the group decision.
 - d. The group will then talk to the individual on the meeting night explaining what was said in the contract and that they have been dismissed from the group.

Informative Outline Format

TITLE

Name

General Purpose

Specific Purpose

Thesis – same as introduction

[Introduction]

- I. Attention Getter (Something catchy to get the attention of your audience)
- II. Common Ground (How are we, your audience, affected or involved in this? Why should I care?)
- III. Thesis (One declarative statement on the focus and purpose of the speech)
- IV. Preview with signposts (First, Second, Third. --- First, Next, Finally, etc)

[Body]

- I. Main Point #1
 - A. Sub-point of I
 - B. Sub-point of I
 - C. Sub-point of I

(Transition: This is where you write your transition between **each** main point)

- II. Main Point #2
 - A. Sub-point of II
 - B. Sub-point of II
 - C. Sub-point of II

Helpful Tips

- Cite **ALL** borrowed material
- USE FULL SENTENCES
- Format counts
- Punctuate!
- You proofread and have two others proofread it
- Demonstrate credibility
- Establish common ground in main points
- Outline should contain enough information to fill the time limitation
- Tailor your portion to fit with the holistic message of the presentation. It should feel like a cohesive whole, not a series of separate pieces.

[Conclusion]

- I. Summary (Restate your main points)
- II. Restatement of the thesis (Same as intro and header)
- III. Final closing statement. (Tie it back to attention getter/common ground.)

Appendix

Additional Resources

Any teacher, student, or speaker no matter how experienced or adept can always use a little extra help. The following pages include documents that supplement course content and the text. For some they may prove useful for others they may serve minimal value; whatever purpose they serve you, they are intended to go beyond the book or lecture and provide supplementary support.

Web Resources

PUBLIC SPEAKING

Public Speaking: Compton's Online Encyclopedia (<<http://www.comptons.com>>) National Speakers Association (<<http://www.nsaspeaker.org>>)

OBTAINING INFORMATION ON AUDIENCES

Who Where?

(<<http://www.whowhere.com>>) World

Pages (<<http://www.worldpages.com>>)

Government Statistics

(<<http://www.fedstats.gov>>) United Nations

(<<http://www.un.org>>)

Library of Congress (<<http://lcweb.loc.gov>>)

National Science Foundation

(<<http://www.nsf.gov>>) Smithsonian

Institution (<<http://www.si.edu>>)

Statistical Abstract of the United States (<http://www.census.gov/stat_abstract>)

SELECTING A PURPOSE

(<<http://www.geocities.com/Area51/Lair/8462/speechs1.html>>)

SELECTING A TOPIC

(<<http://www.geocities.com/Area51/Lair/8462/speechs2.html>>)

BRAINSTORMING

(<<http://www.imagist.net/services/design2.htm>>)

(<http://www.cms.dmu.ac.uk/General/hci/hci_bib>) (<<http://www.screamingsuccess.com>>)

(<<http://www.jpbb.com/creative/brainstorming.html>>)

(<<http://www.brainstorming.org>>)

(<<http://www.delphi.com/brainstorming>>)

ORGANIZATION

Auditory Organization of Speech (<<http://www.icsi.berkeley.edu/audorg>>)

WEB SITES ON INTRODUCTIONS

Deciding on and Writing an Introduction (<http://www.executivespeaker.com/spkop_m.html>)

WEB SITES ON QUOTATIONS

Bartlett, John. 1901. *Familiar Quotations* (<<http://www.bartleby.com/100>>)

CHA's Quotations about Communication

(<http://www.cha4mot.com/quo_comm.html>)

CHA's Quotations about Change (<http://www.cha4mot.com/quo_chng.html>)

CHA's Quotations about Ideas (<http://www.cha4mot.com/quo_idea.html>)

Merriam-Webster Dictionary Online (<<http://www.m-w.com/netdict.htm>>)

Roget's Internet Thesaurus of English Words and Phrases

(<<http://www.thesaurus.com/thesaurus>>)

University of Illinois Language Learning Lab (<<http://www.lll.uiuc.edu>>)

PHOTOGRAPHS AND OTHER STILL IMAGES

<http://www.thefreesite.com/Free_Graphics>

<<http://www.cyberclips.com>>

<<http://www.photodisc.com>>

<<http://www.freefoto.com>>

<<http://www.PictureQuest.com>>

<<http://www.en-core.net>>

<<http://www.mcad.edu/AICT/html/index.html>>

DOWNLOADABLEMUSIC FILES

<<http://www.mp123.com>>

<<http://www.mp3.com>>

<<http://www.mp3.now.com>>

<<http://www.mp3.lycos.com>>

<<http://www.RioPort.com>>

<<http://www.4mp3audio.4anything.com>>

AUDIO CLIPS

<<http://www.wavsounds.com>>

<<http://www.dailywav.com>>

<<http://www.wavcentral.com>>

<<http://www.thefreesite/FreeSounds>>

<<http://www.4wavfiles.4anything.com>>

VIDEO CLIPS

CNN Video Select (<<http://www.cnn.com/video>>)

ABCNews Newsclips (<<http://www.abcnews.go.com>>)

Contacting your senator (<<http://www.senate.gov>>)

Contacting your congressional representative

(<<http://www.house.gov/writerep>>)

Population Research Institute (<<http://www.pop.org>>)

Rhetoric on the Web (<<http://classics.mit.edu/Aristotle/rhetoric.html>>)

Current facts and material (<<http://www.newslink.org>>)

GENERAL INFORMATION

- Internet Public Library (<<http://ipl.sils.umich.edu>>)
- World Wide Web Virtual Library (<<http://lcweb.loc.gov>>)

FACTS AND STATISTICS

- Government Statistics (<<http://www.fedstats.gov>>)
- Factbook on Intelligence (CIA) (<<http://www.odci.gov/cia/publications/facttell/index.html>>)
- United Nations Web Server (<<http://www.un.org>>)
- Library of Congress (<<http://cweb.loc.gov>>)
- National Science Foundation (<<http://www.nsf.gov>>)
- Smithsonian Institution (<<http://www.si.edu>>)
- Statistical Abstract of the United States (<http://www.census.gov/stat_abstract>)

PUBLIC SPEAKING

- History Channel: Great Speeches (<<http://www.historychannel.com/speeches/index.html>>)
- MediaScope (<<http://www.mediascope.org>>)
- Freedom Forum First Amendment Center (<<http://www.fac.org>>)

STYLE SHEETS

These are good references for students:

- APA Frequently Asked Questions (<<http://www.apa.org/journals/faq.html>>)
 - *APA Publication Manual* Crib Sheet (<<http://www.psychwww.com>>)
 - MLA-Style Citations (<http://www.columbia.edu/cu/cup/cgos/idx_basic.html>)
-

1216-110 Essentials of Speaking and Listening (3 credits) Course Syllabus

Description:

This course teaches the use of verbal and nonverbal communication to organize and deliver effective oral presentations. Additional emphasis is placed on identifying and overcoming listening barriers.

Objectives:

Students will gain knowledge and skills in:

- | | |
|--|--|
| -developing critical thinking skills | -effective outlining |
| -selecting the speech purpose and limitation of the subject area | -analyzing and adapting to an audience |
| -research practices | -analyzing and adapting to the occasion |
| -using evidence and forms of supporting material groups | -effective speech composition |
| Including effective visual aids | -preparing and presenting information in |
| -developing an effective introduction | -effective delivery |
| -developing an effective conclusion | -developing critical listening skills |
| -organizing the body of the speech | -effective methods of speech criticism |
| barriers | -identifying and overcoming listening |

Text and Supplies:

Required: A Pocket Guide to Public Speaking by O'Hair, Rubenstein and Stewart; Bedford/St. Martin's (latest edition).

Required Supplies: Speech Critique Sheets

Recommended: MLA Handbook for Writers of Research Papers

Course Requirements:

1. Students must choose speech topics which are creative, novel, unique, and appropriate for their audience, rather than topics that lack originality.
2. Each student will deliver a minimum of four speeches:
 - a. A 3 to 5 minute impromptu speech.
 - b. A 4 to 6 minute extemporaneous speech using at least 3 sources.
 - c. A 5 to 7 minute persuasive speech.
 - i. The speech must utilize a problem-solution organizational pattern.
 - ii. The speech must contain a minimum of 5 different sources. Failure to utilize 5 different sources will warrant lowering the speech grade by at least one full letter grade.
 - d. An 18-20 minute informative group presentation.
 - i. Each student will work with an assigned group of 4-6 to prepare and present this assignment.
 - ii. Presentations must contain a minimum of 10 outside sources.
 - iii. Groups will be *required* to use an effective visual aid in this presentation. (Demonstration or "how to" topics are NOT allowed.) Visual Aids are recognized as supporting material much like testimonies, statistics, examples, etc. used to support a sub-point in the speech. Examples include pictures, graphs, media, etc.
 - iv. Groups will be responsible for preparing contracts that lay out expectations for members, disciplinary actions, and procedures for firing a member of the group. All decisions made by group contract must receive final approval of the instructor.
 - v. This presentation will be graded on both a group and individual basis.
 - e. Any speech over or under time will be penalized. If a speech exceeds the time limit it may be stopped.
3. Guidelines for use of speaking notes and podium:
 - a. Outlines may NOT be used to deliver any of the speeches.
 - b. Students are not to use a lectern or podium for any of their speeches. (Failure to abide by a. and b. will warrant failure of the speaking assignment.)

- c. Students may deliver all speeches without the use of notes. If notes are used, they may not exceed two 3x5 note cards, written on one side only. One of the cards may contain only bibliographic documentation (NOT supporting material) necessary for source citation. The other card may not exceed 35 words. Failure to follow these guidelines will warrant lowering the speech grade by at least one full letter grade. This requirement applies to individual and group presentations.
4. Outlines and Works Cited:
 - a. The persuasive speech and the group presentation will be accompanied by a typed complete sentence outline which will be given to the instructor prior to speaking and will include a Works Cited of research sources.
 - b. If a work is cited in the speech it is to appear in the Works Cited. If a work appears in the Works Cited, it is to be cited in the speech.
 - c. Students must follow MLA style for the Works Cited.
(Failure to abide by a., b., and c. will warrant failure of the speaking assignment.)
5. You must be prepared to speak the first day of speeches. This means you must be prepared to speak whenever your name is called. Failure to deliver the 4 required presentations will mean failure of the course. You cannot make up a missed presentation unless extenuating circumstances occur.
6. Students will be responsible for reading the text and handouts distributed in class. Students are responsible for lecture notes.
7. Because this class is primarily performance in nature, students should refrain from wearing anything that inhibits vocal production or distracts from their performance such as lip rings, tongue studs, hats/caps, coats, etc. when performing.
8. All students are required to evaluate other speakers using the Speech Critique Sheets. In addition, students will be required to participate in classroom critique sessions as an exercise in active and critical listening. Student critiques will be a graded assignment that will be evaluated periodically by the instructor.
9. All students are required to complete a variety of listening activities/assignments throughout the term.

Attendance Policy:

This class will be taught from a perspective that providing feedback and constructive criticism to fellow classmates is as important as the required performance activities themselves. Since participation in these activities is dependent upon regular attendance, this will not only be expected, but MANDATORY. Attendance will be taken at every class meeting. Missing more than one week's equivalent of class will result in the lowering of the final grade for the course by at least one full letter grade.

Academic Honesty:

Students will be expected to abide by the SMSU Academic Honesty Policy. Plagiarism is not tolerated and will result in the failure of this class.

Electronic Devices:

Students are expected to shut off, disable or terminate the function of all cell phones, PDA's and/or other technological tools. Repeated disruptions may lead to permanent dismissal from the class.

SPEECH EVALUATION FORM

Speaker _____ Speech/ Round: _____ Date: _____ Time: _____ Evaluator: _____ Final Grade: _____

I. TOPIC SELECTION / INVENTION

- A. Appropriate for Audience & Occasion 0 1 2 3 4 5 6
 B. Interesting / Novel
 C. Research Resources

II. INTRODUCTION

- A. Attention-getter 0 1 2 3 4 5 6
 B. Common Ground
 C. Speaker's Credibility
 D. Thesis Stated No Unclear Yes
 E. Main Points Previewed No Unclear Yes

III. BODY & ORGANIZATION

- A. Organizational Pattern 0 1 2 3 4 5 6
 B. Main Points Explained / Argued
 C. Supporting Material
 D. Source Citations
 E. Transitions

IV. CONCLUSION

- A. Summary / Review 0 1 2 3 4 5 6
 B. Thesis Restated No Unclear Yes
 C. Closure/Finality No Unclear Yes

V. STYLE / LANGUAGE

- A. Language Use 0 1 2 3 4 5 6
 B. Conversational Style
 VI. DELIVERY:
 A. Proper Volume 0 1 2 3 4 5 6
 B. Diction
 C. Pitch / Inflection
 D. Rate
 E. Natural Gestures
 F. Eye Contact
 G. Facial Expression
 H. Posture
 I. Natural Movement
 J. Anxiety Management

VII. PRESENTATIONAL AIDS

- A. Appropriate for Topic 0 1 2 3 4 5 6
 B. Simple and Uncomplicated
 C. Consistent / Professional Design
 D. Displayed at Appropriate Time

VIII. GROUP / TEAMWORK

- A. Cohesion / Unity / Teamwork 0 1 2 3 4 5 6
 B. Equal Participation

Assessment Scale: 0=Not Present; 1-2=Emerging; 3-4=Developing; 5-6=Advanced

| | | |
|-------------------------------|--|------------|
| Thesis Statement: _____ | Strengths | Weaknesses |
| Organizational Pattern: _____ | _____ | _____ |
| Main Points: 1. _____ | _____ | _____ |
| 2. _____ | _____ | _____ |
| 3. _____ | _____ | _____ |
| (additional comments on back) | No. of Sources Cited: _____ Typed Outline: Yes No Cited Page: Yes No 2 or less note cards (3x5) : Yes No 35 words or less: Yes No Podium Use: Yes No Overall Assessment: 0 1 2 3 4 5 6 Emerging Developing Advanced | |

Oral Communication Rubric – SMSU Liberal Education Plan (January 2012)

| Speaking Competencies | Not Present | Emerging | Developing | Advanced |
|--|--|---|---|--|
| I. <u>Invention</u> : Effective selection, restriction, research and focus of topic appropriate to audience and purpose. | | | | |
| A. Determine the purpose of oral discourse. | Shows no evidence that the purposes for oral discourse have been understood. | Demonstrates minimal understanding of the three purposes (i.e. to inform, to persuade, to entertain/to mark a special occasion) for discourse. | Demonstrates moderate understanding of the three purposes for discourse and the inter-related nature of them. Analyzes topics and determines for which purpose they are appropriate. | Demonstrates extensive knowledge of the various purposes for and contexts of discourse and the similarities and differences among them. Articulates a clear purpose for the discourse and masterfully relates it to the topic and context. |
| B. Choose a topic and restrict it according to the purpose and the audience. | Is unable to choose a topic appropriate for self, audience, or purpose. | Selects subjects which are of interest to self with little regard for the needs/desires of the audience or expectations of the context. Topic may not be sufficiently narrowed and thesis may lack focus. | Identifies and selects subjects which are unique and creative. Considers needs of audience and occasion in topic selection. Develops a clear thesis appropriate to the purpose of the presentation. | Demonstrates the ability to choose a subject that is relevant to the speaker's role, knowledge, concerns and interests. Selects subjects which are creative, unique and appropriate for their audience. Narrows the topic adapting it to the purpose and time constraints for communicating. Develops and adapts clear thesis appropriate to the purpose, topic, and context of the presentation. |
| C. Locate and evaluate information resources effectively. | Is unable to locate and evaluate sources of information. | Identifies, locates, and uses primary and secondary sources to gather information about the topic or working thesis. Recognizes that some sources are more relevant than others. | Gathers information from primary and secondary sources; evaluates its relevance to the topic or working thesis; evaluates the credibility and quality of sources and determines the need for further research. | Utilizes and synthesizes information from a variety of primary and secondary sources; evaluates its relevance to the topic or working thesis; evaluates the credibility and quality of sources; sifts, evaluates, and selects useful content making connections across sources and developing new insights; and determines the need for further research. |
| D. Utilize appropriate and adequate supporting material. | Does not utilize supporting material or evidence. | Recognizes the available forms of support (example, statistics, testimony, etc.) and uses them properly in the speech. Oral documentation/source citation may be incomplete. | Recognizes the available forms of support (example, statistics, testimony, etc.) and uses them properly in the speech. Oral documentation/source citation is clear and complete. Employs visual aids as needed to reinforce assertions in the presentation. | Demonstrates understanding of the available forms of support and provides appropriate support for assertions in the presentation. Uses effective forms of visual aids as support in appropriate ways in order to reinforce the message and not detract from it. Incorporates clear and comprehensive oral documentation of supporting material. Evaluates quality of supporting material and chooses support for maximum effect on topic, audience, context and purpose. |

| Speaking Competencies | Not Present | Emerging | Developing | Advanced |
|--|--|--|--|---|
| E. Utilize effective audience analysis in preparation. | Exercises ego-centric preparation and delivery. | Demonstrates minimal understanding of audience knowledge, attitudes, beliefs and values are crucial to effective preparation of the presentation. Gaps in relating topic to audience's needs are evident. | Completes basic audience analysis and utilizes results to develop the topic and prepare the presentation. Attempts to adapt topic to audience's needs. | Shows evidence of audience analysis and uses it to select and adapt the topic to the audience, develop thesis, guide language choices, and plan the presentation. |
| F. Work effectively in a group context to complete the invention process. | Is unable to achieve invention competencies in a group context. | Achieves the outcomes above while working in a small group context. | Achieves the outcomes above while working in a small group context. | Achieves the outcomes above while working in a small group context. |
| II. Organization: Demonstration of the necessity of sound structural elements in effective discourse. | | | | |
| A. Utilize suitable and effective organizational strategies. | Presentation lacks a defined organizational strategy. | Selects an organizational pattern (e.g. topical, spatial, chronological, problem-solution, etc.) appropriate to purpose, develops main and supporting points and develops an introduction and conclusion for a presentation. | Selects an organizational pattern (e.g. topical, spatial, chronological, problem-solution, etc.) appropriate to the purpose, develops main and supporting points based on audience prior knowledge and interests; develops an introduction that engages audience attention and previews presentation content; and develops a conclusion that summarizes main ideas, restates thesis, and leaves a strong impression on the audience. | Utilizes an organizational pattern (e.g. topical, spatial, chronological, problem-solution, etc.) appropriate to purpose, develops main and supporting points based on audience prior knowledge and interests; uses effective transitions; develops an introduction that engages audience attention and previews presentation content; and develops a conclusion that summarizes main ideas, restates thesis, leaves a strong impression on the audience, and is coordinated with the introduction and general purpose of the speech. |
| B. Provide effective transitions. | Does not utilize transitions. | Understands the types and functions of transitions in presentations. | Uses signposts, internal summaries and previews effectively to establish connectedness, signal movement from one idea to another and to clarify relationships among ideas in the presentation. | Uses creative and consistent transitions (signposts, internal summaries, previews, spotlights, bridges) to unify the message of the speech resulting in the intended goals/purpose of the presentation. |
| C. Work effectively in a group to organize a presentation. | Is unable to achieve organization competencies in a group context. | Achieves the outcomes above while working in a small group context. Minimal coordination is evident; may appear as separate presentations given together. | Achieves the outcomes above while working in a small group context. Some basic coordination of individual contributions is evident. | Achieves the outcomes above while working in a small group context. Extensive coordination of individual contributions that results in a well integrated presentation. |

| Speaking Competencies | | Not Present | Emerging | Developing | Advanced |
|--|--|--|---|--|--|
| III. Delivery: Transmit the message by using delivery skills suitable to the topic, purpose, and audience. | | | | | |
| A. Demonstrates vocal variety and appropriate diction. | | Lacks vocal variety; voice may be monotone; problems with diction deter intelligibility. | Understands that vocal characteristics (paralanguage) contribute to the effectiveness of the presentation; demonstrates knowledge of proper diction of the American English language; speaks clearly. Vocalized pauses and stuttering may be intrusive. | Uses appropriate and natural vocal variety (i.e. rate, pitch, volume, quality/tone) when presenting; understands the effect vocal characteristics have on proper diction; speaks clearly using proper diction. Vocalized pauses may be present but are not intrusive | Uses appropriate and natural vocal variety (i.e. rate, pitch, volume, quality/tone), vocal pauses where and if appropriate to establish his/her credibility and contribute to the effectiveness of the presentation. Achieves congruence between verbal and nonverbal elements of the message. Speaks clearly with appropriate and proper articulation, pronunciation and enunciation. |
| B. Demonstrate nonverbal behavior that supports the verbal message. | | Absence of effective non-verbal elements; adaptive behavior (i.e. fidgeting) is distracting. | Understands that kinesic elements (posture, gesture, facial expression) and appropriate clothing contribute to the effectiveness of the presentation. | Uses appropriate kinesic elements and clothing to enhance the effectiveness of the presentation. | Uses appropriate kinesic elements and clothing to enhance the effectiveness of the presentation; adapts these to audience feedback during the presentation; achieves congruence between verbal and nonverbal elements of the message. |
| C. Manage communication anxiety effectively. | | Anxiety issues significantly affect the presentation. | Understands that presentation events often produce anxiety and makes attempts to manage that anxiety that may not always be successful. | Recognizes the symptoms of communication anxiety and uses strategies to manage that anxiety (e.g. preparation, deep breathing, relaxation techniques, visualization, positive self-talk). | Anticipates and prepares for communication anxiety, recognizes specific symptoms signaling communication anxiety, and selects specific strategies to manage that anxiety and channels anxious energy to heighten communicative effectiveness. |
| D. Utilize presentation aids effectively. | | Does not utilize presentation aids or does so ineffectively. | Demonstrates understanding of the role that delivery modes (i.e. impromptu, extemporaneous, manuscript, memorization) and presentation aids (notes, handouts, audio-visual aids) play in the presentation. | Demonstrates moderate skill in the selection and execution of presentation aids. Chooses and uses appropriate mode of presentation to the purpose, occasion, and expectations; uses presentation aids satisfactorily; employs a variety of audio-visual aids appropriately as supporting material. | Skillfully uses appropriate mode of presentation to enhance message effectiveness; utilizes variety of audio-visual presentation aids as supporting material and adapts their use to the needs of presentation. |
| E. Work effectively in a group to deliver a presentation. | | Is unable to achieve delivery competencies in a group context. | Achieves the outcomes above while working in a small group context. Presentations may appear as though comprised of several separate presentations. | Achieves the outcomes above while working in a small group context. Presentations reflect some basic integration of presentation segments. | Achieves the outcomes above while working in a small group context. The result is a coordinated and integrated presentation that involves all members in a synergistic way with members referring to each others components, etc. |
| IV. Style/Language Use: Employ language appropriate to the designated audience and purpose. | | Does not employ effective language use in oral presentations. | Recognizes the difference between oral language and written language and makes language choices appropriate for the presentation. | Recognizes the difference between oral language and written language and makes language choices appropriate for the presentation. Makes language choices based on analysis of audience. Selects language that avoids sexism, racism and other forms of prejudice. | Employs precise vocabulary, compelling verbs, figurative language (e.g. metaphors, sensory images, etc.) and rhetorical devices (e.g. rhetorical questions, parallelism, coordination, subordination, repetition, etc.) to establish credibility and authority, suggest an attitude toward the subject matter, clarify ideas, and appeal to the audience's interests. |

| Listening Competencies | Not Present | Emerging | Developing | Advanced |
|---|--|---|---|---|
| I. Listen for literal comprehension (Active Listening) | Hears content but does not effectively understand the intended meaning. | Uses limited strategies to listen actively to comprehend and remember messages. Recognizes both the verbal and nonverbal elements of the message. Recognizes the speaker's purpose, thesis and main ideas. | Uses a variety of strategies to listen actively including monitoring changing purposes for listening, focusing attention, taking notes, making connection to prior knowledge and personal experiences and asking questions. Uses a variety of strategies to enhance comprehension and recall of messages. Identifies speaker's purpose, thesis, main ideas and supporting details. | Monitors listening and makes physical and cognitive adjustments to maintain engagement through active listening. Uses a variety of strategies to enhance comprehension and recall of complex messages (e.g. listening for contextual clues, interpreting figurative language, interpreting nonverbal cues, listening to distinguish among main ideas and details, listening for transitions, noting sequence and organization of ideas, extending speaker's ideas based on prior knowledge and personal experience, determining need for further information or research, visualizing, summarizing and synthesizing). Evaluates effectiveness of selected strategies. |
| II. Listen for critical comprehension (Critical Listening). | Accepts information without careful testing and analysis; may be resistant to ideas that are contrary to their own opinions. | Attends with an open mind. Determines the speaker's specific purpose, thesis and argument. Recognizes speaker's opinions about the topic and explains why he or she agrees or disagrees with a speaker's arguments. | Attends with an open mind. Monitors the progression of an argument and uses a variety of strategies to analyze and evaluate a message (e.g. listening for main ideas and arguments, identifying flaws in arguments, distinguishing statements of fact and opinion, distinguishing between logical and emotional arguments, analyzing reasoning and evidence used to support main ideas). Analyzes speaker credentials, arguments, and support to determine speaker credibility. Gives basic constructive feedback on the message. | Attends with an open mind. Monitors the progression of an argument and uses a variety of strategies to analyze and critique a message (e.g. listening to critique main ideas and arguments, distinguishing facts, opinions and inferences; evaluating the connections between claims and supporting evidence; evaluating evidence for timeliness, relevance and credibility; identifying logical (logos), authoritative (ethos) and emotional (pathos) arguments and evaluating their effectiveness (noting logical fallacies). Analyzes speaker credentials, language use, preparation, and delivery to determine speaker effectiveness. Frames and determines appropriate verbal and nonverbal feedback to the speaker's message. Is able to synthesize the speaker's ideas and connect with the message. |
| III. Manage barriers to effective listening. | Is unaware of barriers to effective listening and makes no attempt to manage them effectively. | Recognizes that internal variables, language (semantics), and the physical setting can pose barriers to effective listening and uses a limited number of strategies to manage these barriers. | Recognizes that internal variables, language (semantics), and the physical setting can pose barriers to effective listening and uses a limited number of strategies to manage these barriers. Recognizes the positive and negative implications of language and explains how it can affect listeners in different ways. Determines what elements of the physical setting must be changed to improve effective listening and how to make those changes. | Analyzes internal variables that can pose barriers to effective listening; monitors and adjusts the use of a variety of appropriate and effective strategies to manage them prior to listening and while listening to prevent misinterpretation and distortion. Analyzes how language represents and constructs how listeners perceive messages. Anticipates and prepares for external variables that may pose barriers to effective listening; determines and employs effective strategies to prevent or overcome them. |

Speech Evaluation Form

Evaluator: _____

Grade: _____

Name _____ Speech/Round: _____ Date: _____ Time: _____

I. Topic Selection/Invention

Comments:

A. Appropriate for Audience: _____

B. Appropriate for Occasion/Purpose: _____

II. Introduction

A. Attention Getting Device: _____

B. Established Common Ground: _____

C. Thesis Stated Clearly (write here): _____

D. Preview of Main Points: _____

III. Body

A. Organizational Pattern: _____

B. Main Points: _____

| | Support | Document- ation | Common- ground | Transitions/ Connectives |
|----------|---------|--------------------|-------------------|-----------------------------|
| 1. _____ | _____ | _____ | _____ | _____ |
| 2. _____ | _____ | _____ | _____ | _____ |
| 3. _____ | _____ | _____ | _____ | _____ |
| 4. _____ | _____ | _____ | _____ | _____ |

IV. Conclusion

A. Summary: _____

B. Restatement of Thesis: _____

C. Closure: _____

V. Delivery

A. Nonverbal Aspects:

B. Verbal Aspects:

Comments (continue on back):

Every student MUST
complete this form for
EVERY speech

Part of developing your
analytical skills is giving
other speakers a grade: Be
honest!

Student Speech Evaluation Form

Evaluator: YOU

Grade: Final grade you'd give

Name Speaker Speech/Round: Info Date: Time: of the speech

I. Topic Selection/Invention

A. Appropriate for Audience:

B. Appropriate for Occasion/Purpose:

Comments:

Evidence of Audience Analysis

Does it meet the "goal"/assignment?

Was the topic challenging to
both the speaker and
listener? Unique? Novel?
New? Old topics are just
that, OLD.

II. Introduction

A. Attention Getting Device:

B. Established Common Ground:

C. Thesis Stated Clearly (write here):

D. Preview of Main Points:

B+ : Rating of effectiveness

C: Rating of effectiveness

WORD FOR WORD!!!

PARALLEL LANGUAGE & SIGNPOSTING?

Filling in blanks with grades
allows the speaker to know
how much room for
improvement they have.

III. Body

A. Organizational Pattern:

B. Main Points:

ID which of the 5 types is used

| Support | Document- ation | Common- ground | Transitions/ Connectives |
|--------------------------------|-----------------------------|-----------------------------|-----------------------------|
| 1. <u>KEY WORD</u> | <u>Ex, II Stat</u> | <u>Time, NYT</u> | <u>A</u> |
| 2. <u>KEY WORD</u> | <u>Test, II Ex</u> | <u>PI, ARC</u> | <u>0</u> |
| 3. <u>KEY WORD</u> | <u>III Ex, II Stat</u> | <u>c</u> | <u>B</u> |
| 4. <u> </u> | <u> </u> | <u> </u> | <u> </u> |

Identify the types of support used: keep
in mind every main point should have
multiple supports and every speech must
use at least one example, one statistic,
and one testimonial.

IV. Conclusion

A. Summary:

B. Restatement of Thesis:

C. Closure:

A-

B+

C

Identify the actual publisher
(abbreviate): PI=personal
interview, NYT=New York
Times, ARC=American Red
Cross, etc...

V. Delivery

A. Nonverbal Aspects:

B. Verbal Aspects:

Comments (continue on back):

Make at least 2 comments
about what worked

AND

2 Comments about the things
you think need improvement

Every main point
should aim to connect
with the audience in
some way.

Summaries should also
include parallel
language and numeric
signposting.

Topic Selection

BRAINSTORMING!

Topics: List AT LEAST 5 items under each category that you know something about, are interested in learning about, or are willing to research.

| PEOPLE | PLACES | CAREER/ MAJOR | HOBBIES | DESCRIPTION OF A PROCESS | PROBLEMS |
|--------|--------|------------------|---------|-----------------------------|----------|
| 1. | | | | | |
| 2. | | | | | |
| 3. | | | | | |
| 4. | | | | | |
| 5. | | | | | |

Subtopics: Try to narrow your general topics above, to a more usable or more specific topic area. If your topics above are already narrowed, you may be able to develop ideas for main points. Take one item from above, write it on the line under the general category and compose sub lists of 2-4 more focused or related items.

| PEOPLE _____ | PLACES _____ | CAREER/ MAJOR _____ | HOBBIES _____ | DESCRIPTION OF A PROCESS _____ | PROBLEMS _____ |
|-----------------|-----------------|---------------------------|------------------|--------------------------------------|-------------------|
| 1. | | | | | |
| 2. | | | | | |
| 3. | | | | | |

Outlining Template: Use this to start your outlining process. Simply fill in the blanks as you find information or brainstorm the next stage.

| |
|--|
| Title: |
| Your name: |
| OBJECTIVES |
| General Purpose: |
| Specific Purpose: |
| Thesis (central idea): |
| INTRODUCTION |
| I. Attention Getting Device: |
| II. Common Ground: |
| III. Thesis: |
| IV. Preview: |
| Transition (if more than the preview is needed): |

| BODY | |
|--|---|
| Main Point | <p>I.</p> <p>Your idea, declarative, complete sentence.</p> |
| Support Material | <p>Vary your support types, think about ample development, be thorough, record sources now to make it easier later!</p> |
| <p><i>Transition:</i></p> <p><i>(Sum up what you've just finished, signpost, and foreshadow next idea)</i></p> | |

| | |
|------------------|-----|
| Main Point | II. |
| Support Material | |
| Transition: | |

| | |
|------------------|------|
| Main Point | III. |
| Support Material | |
| Transition: | |

Copy this page if you have a fourth point.

CONCLUSION

I. Summary of main points;

Don't forget numeric signposting!

II. Restate thesis:

III. Clincher:

DOCUMENTATION

Student Sample Outline: Persuasive

PERSUASIVE SPEECH

Jane Doe

Thesis: The United States Department of Labor should pass a law to regulate child beauty pageants.

Introduction

- I. JonBenet Ramsey, a child beauty queen, was brutally murdered in 1996. (5)
- II. Thousands of innocent children across America are forced to compete in these beauty pageants.
- III. The US Department of Labor should pass a law to regulate child beauty pageants.
- IV. First we will discuss the problems that child beauty pageants case and second the solution to dispose of this problem.

(*Transition:* First, let's look at the problem behind child beauty pageants.)

Body

- I. Children are being exploited by child beauty pageants.
 - A. There are no laws governing child beauty pageants.
 - 1. Many parents force their children into pageants (5).
 - 2. Child beauty pageants are exempt from child labor laws (5).
 - 3. Beauty pageants originated as a marketing tool (5).
 - B. Child beauty pageants affect too many children in America.
 - 1. About 3,000 child beauty pageants are held each year in America (2).
 - 2. More than 100,000 kids under the age of 12 compete each year in America (2).
 - C. Children are being harmed as a result of child beauty pageants.
 - 1. Children can be totally overwhelmed by pageants (2).
 - 2. Costs average \$700 per pageant (4) (3).

(*Transition:* Second let's talk about the solution to this problem.)

- II. The United States Department of Labor should pass a law to regulate child beauty pageants.
 - A. The US Department of Labor should regulate the laws surrounding child beauty pageants.
 - 1. Child beauty pageants should follow all child labor laws (5).
 - 2. It should ban pageants to children under the age of legal consent, 16 (2).
 - B. The plan to regulate child beauty pageants is extremely practical.
 - 1. The US Department of Labor already covers child labor laws (1).
 - 2. Child labor laws are followed by thousands of workplaces across America

- C. This is desirable because it will stop the exploitation of young children. (1).
1. By adopting this, we will stop what critics say are inappropriate, sleazy pageants (2).
2. This plan will stop the unnecessary exploitation of young children in America.

Conclusion

- I. Child beauty pageants are exploiting children.
- II. Following child labor laws and banning pageants to children under the age of 16 would help to solve this problem.
- III. The United States Department of Labor should pass a law to regulate child beauty pageants.
- IV. JonBenet Ramsey is a prime example of the exploitation of child beauty pageants, and our government can stop it.

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Informative Outline

Hydroponics

General Purpose: To inform

Specific Purpose: To inform my audience about hydroponics

Thesis: Hydroponics is an exciting new way to produce much healthier, longer lasting crops than the usual farming method.

Introduction:

- I. From bananas to ferns and lettuce to African Violets, is it really possible for these plants to be grown without the use of soil?
- II. It is important to learn about this new way of growing because pasturelands are reducing in size due to population growth; therefore, raising the price of many produce items. *that we will pay for.*
- III. Hydroponics is an exciting new way to produce much healthier, longer lasting crops than the typical farming method.
- IV. Hydroponics is a great way to first, reduce the use of pesticides, second, produce year-round crops, and finally, grow healthier, longer living plants.

(Transition: So let's begin by looking at the benefits of chemical and pesticide reduction.)

Body:

- I. The hydroponic method uses no chemicals or pesticides.
 - A. There is no need for pesticides because there is no soil for weeds to grow and insects to live. (2) (4)
 - B. Without the use of pesticides and chemicals, plants won't become infected with the dangerous toxins and bacteria. (1) (2) (4)

(Transition: Now that we understand that there is no need for pesticides when using hydroponics, we can now discuss how hydroponics can be used year-round.)

- II. Hydroponics allows gardeners to grow all year-round.
 - A. Hydroponics involves plants growing in water, therefore we can grow plants indoors in any season. (3)
 - B. Because the plants roots grow in water and not soil, we don't have to worry about insects invading our homes and gardens. (1) (2) (4)

(Transition: Now that we know more about year-round planting, we can look at my final point of healthier, longer living crops.)

III. Through hydroponics, crops grow taller, healthier, and faster.

A. Hydroponic plants have stronger immune systems because they don't search the soil for nutrients. (1) (5)

B. Hydroponic set-ups are made to water and fertilize the plants on schedule so they don't over nutrient or flood. (1)

C. Spacing is also different in hydroponic gardens. (5)

*link to III
Stronger*

Conclusion:

I. Hydroponics is a great way to first reduce the use of pesticides, second, produce year-round crops, and finally, grow healthier, longer living plants.

II. Hydroponics is an exciting new way to produce much healthier, longer lasting crops than the usual farming method.

III. Thanks to hydroponics, we now are able to see a world where plants can grow without the use of soil.

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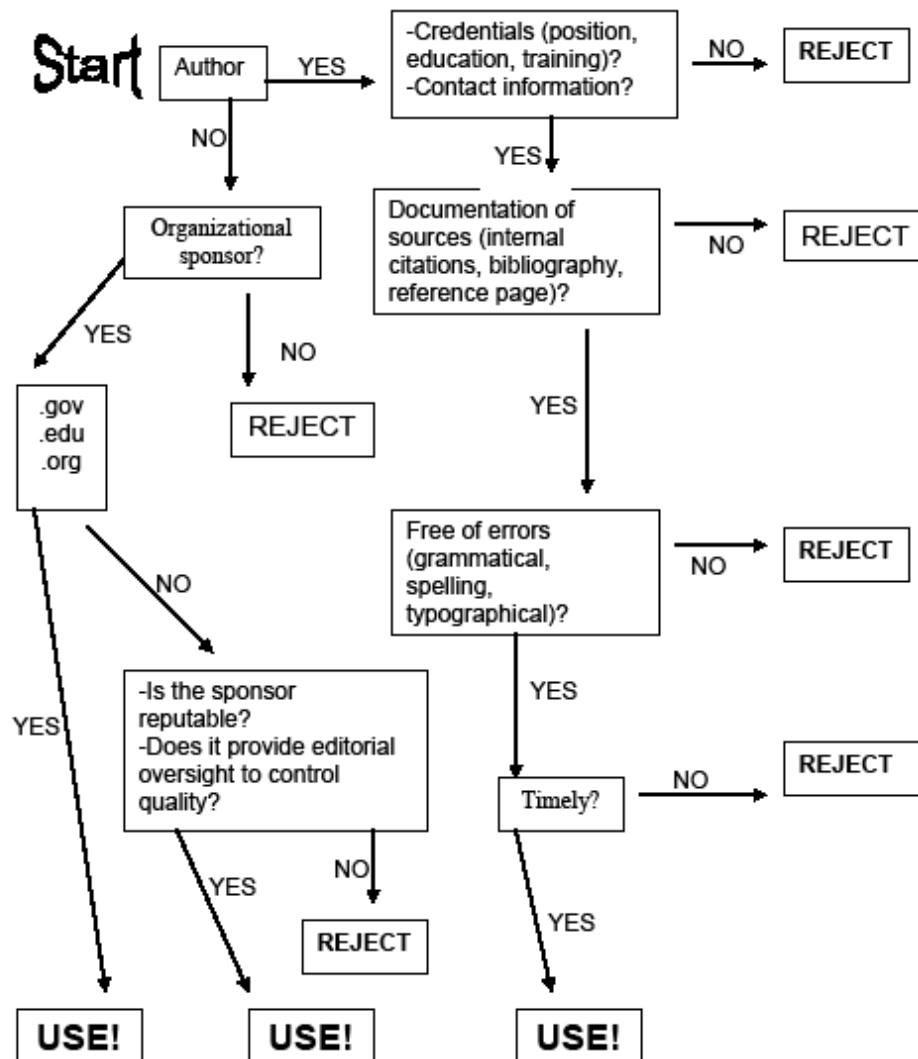
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Assessing Internet Source Credibility



ASSESSING INTERNET SOURCES

Listening and Language Activity

Ask for two volunteers—one will draw and the second will describe the picture provided.

Ask the person drawing to turn their back on the class (or leave the room). Show the class the picture (see attached pictures). The volunteer describing the picture should be instructed that they can watch as the person drawing creates the picture, but they cannot use “proper” names. For example, if it’s a picture of a cat, they cannot say cat, but must describe the elements of the picture. During the first round, the person drawing may ask questions, ask for clarification, and question the person describing the picture. The person drawing should at no time see the picture.

This process will be repeated two more times, but with different volunteers. During the second drawing, the person drawing may not ask questions of the person describing the second picture. During the third time, they may not ask questions AND the person drawing cannot watch what is being drawn.

After the activity is completed, audience members should note areas of difficulty, recurring problems, what lead to problems, and the significance that these errors in listening may have on communication.

